2024 Comprehensive Guide to Educator Preparation Fall Data Submission and Annual Performance Report

Revised August 19, 2024

Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION™

Introduction

The Department of Elementary and Secondary Education (DESE) collects data from Institutions of Higher Education (IHE) that offer courses related to educator preparation for multiple purposes—all of which are related to ensuring an adequate pool of well-prepared teachers for Missouri schools. The primary data collection takes place in the fall of each year, and all Missouri IHEs—both 2-year and 4-year--offering educator preparation coursework must participate. These data are used to track changes in the educator pipeline, identify trends in preparation, and to support State Board of Education decisions regarding continuing accreditation for Educator Preparation Providers (EPPs).

Note: Sections of this document have been highlighted to indicate some of the significant changes made since the 2023 guide was published. DESE does not guarantee that all changes have been noted. Care should be taken to review the entire document.

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, gender identity, sexual orientation, national origin, age, veteran status, mental or physical disability, or any other basis prohibited by statute in its programs and activities. Inquiries related to department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Director of Civil Rights Compliance and MOA Coordinator (Title VI/Title VII/Title IX/504/ADA/ADAAA/Age Act/GINA/USDA Title VI), 5th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; email civilrights@dese.mo.gov.

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Revision History

Date of Change	Section/Heading	Page Number
8/14/2024	Submission Template (order of columns; Completing Year removed)	11
8/19/2024	Reference to the Missouri Content Assessment (MoCA) changed to "Certification Exam"	Appendices D-F

Regulatory Authority for the Annual Collection of Educator Preparation Provider Data

5 CSR 20-400.440 Procedures and Standards for Approval and Accreditation of Professional Education Programs in Missouri

PURPOSE: The State Board of Education is authorized to grant certificates of license to be a professional educator in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule provides procedures and standards for approval and accreditation of educator preparation programs in Missouri.

(4) Accreditation.

(A) Upon receiving initial approval, *an educator preparation program must begin the process of seeking accreditation through the collection and submission of data in the form of annual reports* [italics added] consistent with the rules and regulations promulgated by the board.

(B) Based upon this reporting, the commissioner shall recommend to the board that an approved educator preparation program be accredited, provisionally accredited, or unaccredited. The commissioner's recommendation shall not include the removal of accreditation of programs for which the program was not afforded an opportunity for a hearing according to the provisions of Chapter 536, RSMo.

(C) The commissioner shall review the Annual Performance Report and may request additional information before recommendations are made to the board.

(D) The commissioner may authorize an interim review of an educator preparation program in accordance with the rules and regulations promulgated by the board. As a result of the review, and upon the recommendation of the commissioner, the board may revoke the approval and accreditation thereby removing an educator preparation program's authorization to recommend candidates for certification.

(E) Should the board disapprove any educator preparation program and/or one (1) or more of their individual areas of certification, the commissioner shall notify the program of the decision and inform the educator preparation program with reasons for the decision.

(F) Requisite conditions, guidelines, procedures, and standards, as set forth in the rules and regulations promulgated by the board, shall be followed by any educator preparation program seeking board approval.

AUTHORITY: section 161.092, RSMo Supp. 2013, and section 161.097, RSMo 2000.* Original rule filed April 22, 2014, effective Dec. 30, 2014.

Glossary

The following terms are related to processes involved in the educator preparation fall data submission and the creation of the Annual Performance Reports for Educator Preparation Providers.

Certification Area: One of the fields in which individuals may be licensed by DESE to work in Missouri schools. The list of certification areas is published in Appendix A. A few Certification Areas are not included in APR-EPP calculations, but Enrolled Students (as appropriate) and Program Completers in these areas should still be submitted. These are noted in Appendix A.

Certification Candidate: An individual who has completed all requirements to be eligible for certification in a particular area. The certification candidate must be eligible to be recommended by the educator preparation program for certification.

Certification Type: One of a few large groupings into which Certification Areas may be grouped. For purposes of the APR-EPP, these types are Teacher, School Counselor, and School Leader.

Certificated Educator: A Certification Candidate who has received Missouri certification.

Educator Preparation Provider: An entity granted the authority, by the State Board of Education, to prepare and recommend candidates for certification as a teacher, school leader, or provider of student services (e.g., school counselor).

Enrolled Student: An individual who has formally joined a program intended to lead to some sort of educator certification in Missouri. In many cases, a student becomes an enrolled student upon declaring a particular major. However, at some institutions, participation in a certification program may be associated with a minor, an endorsement, a certificate, acceptance into a graduate program or some other indicator. Typically, the Office of the Registrar has some code-based method for tracking these students.

Examples of enrolled students include, but are not limited to

1. A student who has declared herself to be an Elementary Education major
2. A student who is a Chemistry major but has also completed paperwork to add an endorsement in teaching
3. A student who has been accepted into a graduate program that will lead to certification in Middle School Math
4. A student participating in a Registered Teacher Apprenticeship
5. A student taking courses in education at a 2-year institution

It is DESE's intent to capture enrollees at an early point in their programs, so EPPs should not wait until students have been formally accepted into a program to count them as enrollees. Institutions may decide the date of this census as long as it is after the start of the Fall Semester and prior to the submission deadline.

Missouri Performance Assessment: State-required performance assessment used to evaluate educator candidates during a culminating clinical experience. The teacher (often referred to as the MEES) and school counselor versions are completed by both an EPP representative and the site-based supervisor.

Program Completer: A person who met all the requirements of a state-approved educator preparation program. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as criterion for determining who is a program completer. Completers include any student who completed a program of study to become a teacher, librarian, student services provider (e.g. school counselor), and school leader (e.g. principal).

(Note: Individuals who have finished a 2-year program will not be labeled a "Program Completer". Instead, they should be identified as "Mid-Stage Enrolled.")

Reported GPA: Grade Point Average (GPA) data collected on program completers. Depending upon the program, one or more of the three types of GPA will be calculated for each completer. A full list of the GPA reporting requirements for specific programs is included in Appendix B.

- Content GPA. Calculated using grades from courses that have been approved to meet the content requirements in certain areas. Completers of Middle School, Secondary, and most K-12 programs should have a Content GPA.
- Pedagogical GPA. Calculated using courses that have been approved to meet the professional education requirements, including field and clinical experiences. Completers of Middle School, Secondary, and most K-12 programs should have a Pedagogical GPA.
- Program GPA. Calculated using grades from all courses in a given program. Elementary Education and Superintendent are examples of areas for which Program GPA should be reported.

2024-25 Timeline

The updated APR-EPP Timeline can be found within the Ed Prep Master Calendar.

Use of Data

This document describes processes for collecting and using multiple types of data. It is important that institutions be aware of the ways in which submitted data will be used by DESE.

- Enrolled Student Data – Data associated with Enrolled Students will only be used to better understand the overall educator pipeline. It will not be used to evaluate Educator Preparation Providers. Given that these individuals will not need to be connected to data in other tables, Personal Identifiable Information (PII), such as birthdates and Social Security Numbers do not need to be submitted for them.

- Program Completer Data - Most of the data submitted are used to calculate the Annual Program Report for Educator Preparation Providers (APR-EPP). These reports form the basis for DESE's recommendations to the State Board of Education regarding continuing accreditation of EPPs. While PII must be reported for these individuals, clear protocols exist regarding public sharing of data to ensure that individuals cannot be publicly identified.

Continuing Accreditation

The State Board of Education annually reviews the accreditation status of Educator Preparation Providers (5 CSR 20-400.440). The data submitted during the fall collection process provides the primary basis for the Board's decisions.

The Annual Performance Report for Educator Preparation Providers (APR-EPP) process collects and documents data aligned with the approved standards for Teachers, School Counselors, and School Leaders. Based upon calculations described in Appendices C through F, DESE makes a recommendation to the State Board of Education regarding each EPP. Based upon its review of the data, the Board makes one of the following determinations.

Accredited: The Board acknowledges that an EPP is adequately preparing educators and may continue to recommend candidates for certification. DESE will recommend that EPPs earning 70 percent or more of the points possible on the APR-EPP receive this designation.

***Provisionally Accredited*:** The Board indicates concern regarding an EPP's ability to provide adequate educator preparation. If an EPP earns fewer than 70 percent of the points possible on the APR-EPP in two consecutive years, DESE will recommend that it be designated as "Provisionally Accredited" by the Board. If designated as such, the program will be provided with a timeline for addressing areas of concern. While provisionally accredited, an EPP will retain the ability to continue to recommend candidates in that certification area.

***Unaccredited*:** The Board determines that an EPP previously designated as "Provisionally Accredited" has not made sufficient progress and removes the EPP's authority (i.e. "approval") to recommend candidates for certification in this area.

An accreditation determination applies to *all* Certification Area programs offered by the EPP, whether the program is included in APR-EPP data or not.

Each spring DESE will make recommendations to the Board for EPP designations that will be valid from September 1 of the current year through August 31 of the following year.

Non-Compliance

DESE recommendations regarding accreditation and subsequent determinations made by the State Board of Education are based upon data submitted annually by EPPs. An EPP's failure to submit required data prevents DESE and the Board from meeting their legislatively required oversight responsibilities. Any EPP failing to submit required data by the published deadline will be considered out of compliance with state regulations. Consequences for non-compliance may include, but are not limited to, publication of an institutional APR-EPP that is incomplete, increased scrutiny of non-APR-EPP data and documents, and recommendation to the State Board of Education that the EPP be assigned a designation of "Provisionally Accredited" for the next year.

DESE trusts that EPPs will make a good faith effort to ensure the accuracy of submitted data. However, repeated submission of inaccurate or incomplete data may be considered a form of non-compliance.

Overview of APR-EPP Process

Each fall, EPPs submit data associated with all current (as of a single date in the fall semester) Enrolled Students and all of the previous year's (9/1-8/31) Program Completers. Based upon data provided by EPPs and third-party vendors, DESE identifies the Program Completers who qualify as Certification Candidates. The Annual Program Report for Educator Preparation Providers (APR-EPP) score, which informs accreditation decisions, is generated entirely from data associated with Certification Candidates.

The APR-EPP is aligned with standards (under "Guidance") approved by the Missouri State Board of Education for teacher, school counselors, building administrators, and other educators. For each of an EPP's Certification Types (Teacher, School Counselor, and School Leader), DESE calculates a score using the processes described in Appendices D through F. The scores earned for each Certification Type are then weighted and totaled to calculate an EPP score (see Appendix C). The overall EPP score is the basis for accreditation recommendation to the State Board of Education.

Guidelines for Determining Individuals and Data to be used in the APR-EPP

Included Years of Data
Data used for APR-EPP calculations are associated with Certification Candidates submitted over the past five years.

Determination of Certification Candidates
Business logic for calculating Certification Candidates to determine if a program completer is a certification candidate includes information from GPA (Program & Content), Missouri Content Assessment, and the performance assessments.

Cell Size Considerations for Individual Performance Indicators
In order to generate publicly available data on a particular metric, a Certification Area, a Certification Type, or an EPP must have a total of at least 10 certification candidates aggregated over the past five years.

Certification Area and Certification Type data will be released securely to EPPs for planning purposes, regardless of cell size.

In regard to First-Year Educator Surveys, the minimum cell size for any type of reporting purpose—to the public or EPPs—is 15.

Survey Participation Rate
Participation rates are calculated for standards derived from first-year educator survey data. In order for survey data to be used in the calculation of a standard score, a participation rate of 40 percent or greater is necessary.

The participation rate for the First-Year Educators' Overall Preparation standard is calculated as x/y, where:

x = number of certificated educators that received and completed the survey; and
y = number of certificated educators that received a survey.

EPP Access and Review of Initial APR-EPP and Related Data

After the data are submitted, DESE or DESE's designated contractor will execute the calculations that determine which completers qualify as certification candidates. The data from these candidates will then be used to calculate APR-EPP scores, as described in Appendices C-F.

Results of these initial calculations will be available to each EPP. Steps for accessing those data will be distributed when the data are made available.

EPP personnel may opt to review any particular piece of data, but—at a minimum—all Program Completers who have not been designated as Certification Candidates should be reviewed.

- Check Column Q-Candidate Indicator. If available data indicates that a Program Completer meets the criteria to be designated a Certification Candidate, the number one (1) will be recorded in this cell. If the completer does not qualify as a Certification Candidate a zero (0) will be recorded in this cell.
- Make sure that the list of Certification Candidates matches the institutional list. In particular, take note of any individuals with a zero (0) in Column Q but who have already been recommended for certification.
- If an individual's designation in Column Q does not align with institutional records, review additional columns to the right to identify the requirements that the individual did not meet to qualify as a Certification Candidate. These include GPA indicators (Columns U-X) and performance assessment indicators (Columns Z-AA).

- If an error is identified in the data, an appeal may be filed (see below).
- If the data are correct, and a recommendation for certification was incorrectly filed with DESE, contact the Educator Preparation Section immediately.

Appeals Process for APR-EPP Release

An appeal is the formal procedure for requesting that DESE review submitted data or calculated scores. Appeals must be submitted using the DESE appeals form during the designated appeal period, as indicated on the calendar. EPPs have the right to appeal any numeric data included in the APR-EPP. DESE will formally address any appropriately filed appeals.

Once an EPP's APR-EPP is final, data included in that report may not be appealed. Corrections made to prior data will not affect an APR-EPP for which the results have already been published and presented to the State Board of Education. These changes will be made in subsequent years that are affected by the appeal.

An appeal can be submitted for any data included in the current APR-EPP. Data submitted from the past five years may be changed, but that change will not affect previous years' APR-EPP.

Fall Data Submission

Submission Template

Each fall, all institutions offering coursework in educator preparation in Missouri must submit certain data to DESE using the "Fall Data Collection Template." A link to this Excel document may be found on DESE's Annual Performance Report Page.

Important rules for using the template include:

- Do not alter the headings in any way. Doing so will prevent data from being uploaded.
- The file must be submitted in Excel format.
- The guidelines below must be followed. Template will not allow data input in cells that are not applicable to the characteristics of the given candidate. Template will also indicate if required data are missing.Incorrect or missing data will be reflected in the conditional formatting of the template.

Note: Data validation processes initiated for the 2024 data collection do not require any entry in a cell in which no data are required.

Note: Some columns have been moved, and the column "Completion Year" has been removed entirely.

Below are descriptions of each field in the template, including guidelines for they types of data that must be submitted for different types of individuals. Columns below align with the corresponding columns on the template.

A. Collection Version (required for all submitted individuals) – Required submission for 2024: **2024ALL1.0EDPrep**.
B. Current School Year (required for all submitted individuals) - The year in which the report is being submitted. Requires four digits (e.g. 2024).
C. Reporting Ed Prep Program (required for all submitted individuals) - DESE-assigned six digit code unique to each institution (found here).
D. Completer/Enrolled (required for all submitted individuals) - Indication of the status of the individual reported. Use codes to indicate individual's status:
    a. "E"= Early-Stage Enrolled. An individual who is an Enrolled Student (see Glossary) but has not been formally admitted to a program as of a selected day in the fall of 2024. EPPs may decide the date of this census as long as it is after the start of the Fall Semester and prior to the submission deadline.
    b. "M"= Mid-Stage Enrolled. There are two definitions for this term:
        i. an individual who was an Enrolled Student (see Glossary) AND had been formally admitted to a program as of a selected day in the fall of 2024 or
        ii. an individual who has finished a program designated in Column N as AT in the previous academic year (only used by 2-year institutions).
    c. "C"=An individual designated as being in a TD or NT program in Column N and who completed the certification program between September 1, 2023 and August 31, 2024.
        i. Individuals with AT in Column N cannot be assigned a C here.
        ii. Only Program Completers (C) should be reported for programs in the School Counselor or School Leader Certification Types.
E. Subject Area (required for all submitted candidates) —Area in which individual is seeking certification.
    a. Use codes found in Appendix A.
    b. If Completer/Enrolled code (Column C) is E or M, and the candidate does not have a designated subject area, use code 0000 for UNDECIDED.
F. Ed Prep Program Type (required for all submitted individuals) - Type of program in which individual is enrolled or has completed.
    a. TD: Traditional. Program that is intended for individuals to meet all certification requirements prior to being employed as an educator in the area of certification.
    b. NT: Non-Traditional (aka Alternative). A program that has been approved by DESE as an Alternative Program.
        i. Programs qualifying for this designation are always post-baccalaureate programs, but all post-baccalaureate programs may not be Non-Traditional.
        ii. Only *teacher* preparation programs may be designated as Non-Traditional.
    c. AT: Associate of Arts in Teaching. Teacher preparation program at a 2-year institution. All 2-year institutions should use this designation, even if the student was not enrolled in or did not complete a formal AAT.
G. Last Name (required for all submitted individuals) - Legal last name of individual
H. First Name (required for all submitted individuals) - Legal first name of individual
I. Middle Name (optional) - Legal middle name of individual
J. Suffix (optional) - Legal suffix of individual

K. Date of Birth (required for Program Completers and AT individuals with an M in Column C)
    a. Must be reported in this format: **MM/DD/YYYY.**
    b. Individual must be over the age of 16 and under the age of 100 as of September 1 of the current school year reporting.
L. Social Security Number (required for Program Completers and AT individuals with an M in Column C)
    a. Must be reported in this format: **XXXXXXXXX.**
    b. If individual has no SSN, report the Student ID (no letters only numbers) and put "Student ID No SSN" in the Comments box (column T).
    c. Use of the number 999999999 is not allowed.
M. Gender (required for all submitted individuals) - Individual's self-reported gender
    a. M: Male
    b. F: Female
    c. O: Non-Binary/Other
    d. N: No Gender Reported
N. Race/Ethnicity (required for all submitted individuals) - Individual's race/ethnicity
    a. A: Asian
    b. B: Black or African American
    c. H: Hispanic/Latino of any race
    d. I: American Indian or Alaska Native
    e. W: White
    f. P: Native Hawaiian or Other Pacific Islander
    g. M: Multi-Racial
    h. O: Other/Unknown
O. Content GPA (required for 4-year Program Completers according to guidelines in Appendix B) - The aggregate GPA of all content courses approved by DESE to meet certification requirements for programs in which content and pedagogy are reported separately.
    a. See Appendix B for a list of programs which must report Content GPA.
    b. GPA should be reported on a 4.00 scale (2 decimal points).
    c. If Completer/Enrolled code (Column C) is E or M, GPA cannot be reported. Leave blank if not reporting.
P. Pedagogical GPA (required for 4-year Program Completers according to guidelines in Appendix B) - The aggregate GPA of all pedagogy courses approved by DESE to meet certification requirements for programs in which content and pedagogy are reported separately.
    a. See Appendix B for a list of programs which must report Pedagogical GPA.
    b. All Non-Traditional (Alternative) programs should only submit Pedagogical GPA.
    c. GPA should be reported on a 4.00 scale (2 decimal points).
    d. If Completer/Enrolled code (Column C) is E or M, GPA cannot be reported. Leave blank if not reporting.
Q. Program GPA (required for Program Completers in TD and NT programs, according to guidelines in Appendix B) - The aggregate GPA of all courses approved by DESE to meet certification requirements for programs in which content and pedagogy are not reported separately.
    a. See Appendix B for a list of programs which must report Program GPA.
    b. GPA should be reported on a 4.00 scale (2 decimal points).
    c. If Completer/Enrolled code (Column C) is E or M, GPA cannot be reported. Leave blank if not reporting.
R. Comments (optional for all) - This is anything that needs to be stated about the completer (ex. SSN is Student ID and not true SSN).
S. Cooperating Teacher/Site-Based Supervisor Standard 1 score (required for all teacher and school counselor Program Completers) –
    a. Summative scores assigned to individuals by cooperating teachers or site-based supervisors using the appropriate performance assessment.
    a. Reported scores should range from 0.0 to 4.0 (single decimal point).
T. Cooperating Teacher/Site-Based Supervisor Standard 2 score (required for all teacher and school counselor Program Completers) –
    a. Summative scores assigned to individuals by cooperating teachers or site-based supervisors using the appropriate performance assessment.
    b. Reported scores should range from 0.0 to 4.0 (single decimal point).
U. Cooperating Teacher/Site-Based Supervisor Standard 3 score (required for all teacher and school counselor Program Completers) –
    a. Summative scores assigned to individuals by cooperating teachers or site-based supervisors using the appropriate performance assessment.
    c. Reported scores should range from 0.0 to 4.0 (single decimal point).
V. Cooperating Teacher/Site-Based Supervisor Standard 4 score (required for all teacher and school counselor Program

Completers) –

a. Summative scores assigned to individuals by cooperating teachers or site-based supervisors using the appropriate performance assessment.
d. Reported scores should range from 0.0 to 4.0 (single decimal point).

W. Cooperating Teacher/Site-Based Supervisor Standard 5 score (required for all teacher and school counselor Program Completers) –

a. Summative scores assigned to individuals by cooperating teachers or site-based supervisors using the appropriate performance assessment.
e. Reported scores should range from 0.0 to 4.0 (single decimal point).

X. Cooperating Teacher Standard 6 score (required for all teacher Program Completers) –

a. Summative scores assigned to individuals by cooperating teachers or site-based supervisors using the appropriate performance assessment.
f. Reported scores should range from 0.0 to 4.0 (single decimal point).

Y. Cooperating Teacher Standard 7 score (required for all teacher Program Completers) –

a. Summative scores assigned to individuals by cooperating teachers or site-based supervisors using the appropriate performance assessment.
g. Reported scores should range from 0.0 to 4.0 (single decimal point).

Z. Cooperating Teacher Standard 8 score (required for all teacher Program Completers) –

a. Summative scores assigned to individuals by cooperating teachers or site-based supervisors using the appropriate performance assessment.
h. Reported scores should range from 0.0 to 4.0 (single decimal point).

AA. Cooperating Teacher Standard 9 score (required for all teacher Program Completers) –

a. Summative scores assigned to individuals by cooperating teachers or site-based supervisors using the appropriate performance assessment.
i. Reported scores should range from 0.0 to 4.0 (single decimal point).

AB. University Supervisor Standard 1 score (required for all teacher and school counselor Program Completers) –

a. Summative scores assigned to individuals by university supervisors using the appropriate performance assessment.
b. Reported scores should range from 0.0 to 4.0 (single decimal point).

AC. University Supervisor Standard 2 score (required for all teacher and school counselor Program Completers) –

a. Summative scores assigned to individuals by university supervisors using the appropriate performance assessment.
b. Reported scores should range from 0.0 to 4.0 (single decimal point).

AD. University Supervisor Standard 3 score (required for all teacher and school counselor Program Completers) –

a. Summative scores assigned to individuals by university supervisors using the appropriate performance assessment.
b. Reported scores should range from 0.0 to 4.0 (single decimal point).

AE. University Supervisor Standard 4 score (required for all teacher and school counselor Program Completers) –

a. Summative scores assigned to individuals by university supervisors using the appropriate performance assessment.
b. Reported scores should range from 0.0 to 4.0 (single decimal point).

AF. University Supervisor Standard 5 score (required for all teacher and school counselor Program Completers) –

a. Summative scores assigned to individuals by university supervisors using the appropriate performance assessment.
b. Reported scores should range from 0.0 to 4.0 (single decimal point).

AG. University Supervisor Standard 6 score (required for all teacher Program Completers) –

a. Summative scores assigned to individuals by university supervisors using the appropriate performance assessment.
b. Reported scores should range from 0.0 to 4.0 (single decimal point).

AH. University Supervisor Standard 7 score (required for all teacher Program Completers) –

a. Summative scores assigned to individuals by university supervisors using the appropriate performance assessment.
b. Reported scores should range from 0.0 to 4.0 (single decimal point).

AI. University Supervisor Standard 8 score (required for all teacher Program Completers) –

a. Summative scores assigned to individuals by university supervisors using the appropriate performance assessment.
b. Reported scores should range from 0.0 to 4.0 (single decimal point).

AJ. University Supervisor Standard 9 score (required for all teacher Program Completers) –

a. Summative scores assigned to individuals by university supervisors using the appropriate performance assessment.
b. Reported scores should range from 0.0 to 4.0 (single decimal point).

AK. MPEA Performance Score; required for all School Leader, K-12 Program Completers) –

a. Score assigned to an individual pursuing School Leader, K-12 certification using the MPEA Performance Assessment
b. Reported scores must be between 0 and 16 with no decimal points.

AL. Student Teacher of Record (Column AL; teacher programs only; Enrolled or Completer)

a. Y: (If a Program Completer) This individual served as a teacher of record during the 2023-24 school year. (If an Enrolled Student) This individual is serving as a teacher of record this semester.

b. N: (If a Program Completer) This individual did **not** serve as a teacher of record during the 2023-24 school year. (If an Enrolled Student) This individual is not serving as a teacher of record this semester.

AM. Registered Teacher Apprenticeships (Column AN; teacher programs only; Enrolled or Completer; only count apprenticeships registered with the U.S. Department of Labor)

a. Y: This individual was enrolled in a Registered Teacher Apprenticeship.
b. N: This individual was not enrolled in a Registered Teacher Apprenticeship.

Submission Process

Detailed directions for submission will be shared in a separate document later in the fall, prior to the opening of the submission window.

Appendices

Appendix A: Certification Area Codes

TEACHER	
UNDECIDED	0000
AGRICULTURAL EDUCATION 5-9	6777
AGRICULTURAL EDUCATION 9-12	6779
ART K-12	415
BIOLOGY 9-12	24279
BLIND AND LOW VISION B-12	7512
BUSINESS EDUCATION 5-9	4377
BUSINESS EDUCATION 9-12	34379
CHEMISTRY 9-12	24679
CHINESE K-12	1025
DANCE K-12	25
DEAF AND HARD OF HEARING B-12	7212
DRIVER EDUCATION 9-12*	17179
EARLY CHILD SPECIAL EDUCATION B-3	911
EARLY CHILDHOOD EDUCATION B-3	2511
EARTH SCIENCE 9-12	23879
ELEMENTARY EDUCATION 1-6	4776
ENGLISH 9-12	4879
ENGLISH LANGUAGE LEARNERS K-12	9968085
FAMILY AND CONSUMER SCIENCES K-12	2525
FRENCH K-12	495
GENERAL SCIENCE 5-9	5077
GENERAL SCIENCE 9-12	25079
GERMAN K-12	515
GIFTED EDUCATION K-12*	235
HEALTH K-12	535
HEBREW K-12	295
ITALIAN K-12	305
JAPANESE K-12	245
JOURNALISM 9-12	5679
LANGUAGE ARTS 5-9	1977
LATIN K-12	575
LIBRARY MEDIA SPECIALIST K-12*	2055
MARKETING 9-12	479
MATH SPECIALIST 1-6*	99680276
MATHEMATICS 5-9	5877
MATHEMATICS 9-12	5879
MILD/MOD CROSS CATEGORICAL K-12	1015
MUSIC - INSTRUMENTAL K-12	1555
MUSIC - VOCAL K-12	1695
PHYSICAL EDUCATION K-12	605
PHYSICS 9-12	25979
ROTC 9-12*	3779
RUSSIAN K-12	625
SOCIAL SCIENCE 5-9	16677
SEVERE DEVELOPMENTAL DISABILITIES K-12	85
SOCIAL SCIENCE 9-12	16679
SPANISH K-12	635
SPECIAL READING K-12*	815
SPEECH AND THEATRE 5-9	6577
SPEECH AND THEATRE 9-12	6579
TECHNOLOGY AND ENGINEERING 5-9	25477
TECHNOLOGY AND ENGINEERING 9-12	25479
ADMINISTRATION	
CAREER EDUCATION DIRECTOR 7-12	8000819
PRINCIPAL K-8	183
PRINCIPAL 5-9	1877
PRINCIPAL 7-12	189
SCHOOL LEADER K-12	9968115
SPECIAL EDUCATION ADMINISTRATION K-12	115
SUPERINTENDENT K-12	205
STUDENT SERVICES	
SCHOOL COUNSELOR 7-12	799
SCHOOL COUNSELOR K-8	793
SCHOOL COUNSELOR K-12	795
SCHOOL PSYCH EXAMINER K-12*	785
SCHOOL PSYCHOLOGIST K-12*	105
SPEECH/LANGUAGE PATHOLOGIST B-12*	16412

* Indicates a certification area that is not currently included in APR-EPP calculations

Appendix B: GPA Reporting Requirements by Certification Program

Traditional programs in these areas should report Content GPA AND Pedagogical GPA
K-12 FAMILY AND CONSUMER SCIENCES
K-12 ART
K-12 DANCE
K-12 FRENCH
K-12 CHINESE
K-12 GERMAN
K-12 HEALTH
K-12 HEBREW
K-12 ITALIAN
K-12 JAPANESE
K-12 LATIN
K-12 LIBRARY MEDIA SPECIALIST
K-12 MUSIC - INSTRUMENTAL
K-12 MUSIC - VOCAL
K-12 PHYSICAL EDUCATION
K-12 RUSSIAN
K-12 SPANISH
5-9 AGRICULTURAL EDUCATION
5-9 BUSINESS EDUCATION
5-9 GENERAL SCIENCE
5-9 LANGUAGE ARTS
5-9 MATHEMATICS
5-9 SOCIAL SCIENCE
5-9 SPEECH AND THEATRE
5-9 TECHNOLOGY AND ENGINEERING
9-12 AGRICULTURAL EDUCATION
9-12 BIOLOGY
9-12 BUSINESS EDUCATION
9-12 CHEMISTRY
9-12 EARTH SCIENCE
9-12 ENGLISH
9-12 GENERAL SCIENCE
9-12 JOURNALISM
9-12 MARKETING
9-12 MATHEMATICS
9-12 PHYSICS
9-12 SOCIAL SCIENCE
9-12 SPEECH AND THEATRE
9-12 TECHNOLOGY AND ENGINEERING

These programs should report Pedagogical GPA only.
ALL Non-Traditional (Alternative)

These programs should report Program GPA only.
B-3 EARLY CHILDHOOD EDUCATION
B-3 EARLY CHILDHOOD SPECIAL EDUCATION
B-12 BLIND/PARTIALLY SIGHTED
B-12 DEAF AND HEARING IMPAIRED
B-12 SEVERE DEVELOPMENT DISABLE
K-12 MILD/MODERATE CROSS-CATEGORICAL SPECIAL EDUCATION
K-12 SPECIAL EDUCATION ADMINISTRATION
1-6 ELEMENTARY EDUCATION
K-12 SCHOOL COUNSELOR
7-12 SCHOOL COUNSELOR
K-12 SCHOOL COUNSELOR
K-8 PRINCIPAL
5-9 PRINCIPAL (CANNOT STAND ALONE)
7-12 PRINCIPAL
K-12 SCHOOL LEADER
K-12 SUPERINTENDENT
9-12 DRIVER EDUCATION
K-12 ENGLISH LANGUAGE LEARNERS
K-12 GIFTED EDUCATION
K-12 SCHOOL PSYCHOLOGICAL EXAMINER
K-12 SCHOOL PSYCHOLOGIST
K-12 SPECIAL READING
1-6 MATH SPECIALIST

Appendix C: Calculating an Overall EPP Score

EPP-level scores will be calculated in the following manner.

1. Data generated by and about Certification Candidates will be used to generate up to three Certification Area scores for an EPP, one for Teachers and one each for School Counselors and School leaders, depending upon the programs offered at the EPP. (See Appendices D-F)
2. The overall score is calculated by combining the weighted scores of the Certification Types offered by the EPP (teacher, school leader, school counselor).
3. Certification Type weights are calculated by dividing the number of Certification Candidates in the Certification Type by the EPP's total number of Certification Candidates.
    Examples:
    i. For an EPP with 75 teacher candidates and 25 school leader candidates, the Teacher Certification Type score would have a weight of .75.
    ii. The weight assigned to the Teacher Certification Type at an institution that does not offer school leader or school counselor programs will be 1.0.
4. Weighted scores are calculated by multiplying the Certification Type score by the weight.

Example:

Institution	**Certification Type**	**Number of Certification Candidates**	**Score for Certification Type**	**Weight (Number of Candidates in Type ÷ Total EPP Candidates)**	**Weighted Points**
Daniel Boone University	Teacher	158	89.02	0.55	49.35
Daniel Boone University	Counselor	66	97.5	0.23	22.58
Daniel Boone University	School Leader	61	90	0.21	19.26
EPP Total		**285**			**91.19**

Note: APR-EPP scoring guides for certification tests were developed based upon the Pearson system in which a passing score is always scaled score of 220. To maintain consistency in calculations, Praxis scores will be converted to a 220-based scale for the purposes of the APR-EPP. A detailed conversion table will be released in early fall 2024.

Appendix D: Calculating Certification Type Score, Teachers

Note: The same calculations will be used to calculate scores for Certification Areas, although those will not be used as a basis for an accreditation recommendation.

Teacher Certification Type, Overall Score

Business Logic	A+B+C+D+E+F+G+H+I where • A = points for Standard 1 * .20 • B = points for Standard 2 * .10 • C = points for Standard 3 * .10 • D = points for Standard 4 * .10 • E = points for Standard 5 * .10 • F = points for Standard 6 * .10 • G = points for Standard 7 * .10 • H = points for Standard 8 * .10 • I = points for Standard 9 * .10

Teacher Program, Standard 1: Content Knowledge

Description	The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.
Business Logic	((A+B+C+D=E) ÷X) x 100 x Y where • A = points derived from the certification exam • B = points derived from Content GPA • C = points derived from the Missouri Educator Evaluation System (MEES) • D = points derived from First-Year Teacher Survey • E = points derived from First-Year Teacher's Principal Survey Scores • X = total points possible • Y = weighted percentage (.20)
Indicator 1.1: Certification Exam	X÷Y where • X = sum of the highest certification exam scores of all Certification Candidates • Y = total number of Certification Candidates
Scoring Guide	**Certification Exam** **Average Range** / **Points** **256.0+** / **50.0** **250.0 – 255.9** / **47.5** **244.0 – 249.9** / **45.0** **238.0 – 243.9** / **42.5** **232.0 – 237.9** / **40.0** **226.0 – 231.9** / **37.5** **220.0 – 225.9** / **35.0**
Indicator 1.2: Content GPA	X÷Y where • X = sum of the Content GPAs of all Certification Candidates • Y = total number of Certification Candidates
Special Notes	This indicator will not be used for programs that do not report Content GPA (see Appendix B).

<table>
<tr><td>Scoring Guide</td><td>
<table>
<tr><th colspan="2">Grade Point Average (GPA)</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>3.50+</td><td>20</td></tr>
<tr><td>3.37 – 3.49</td><td>19</td></tr>
<tr><td>3.25 – 3.36</td><td>18</td></tr>
<tr><td>3.12 – 3.24</td><td>17</td></tr>
<tr><td>3.00 – 3.11</td><td>16</td></tr>
<tr><td>2.87 – 2.99</td><td>15</td></tr>
<tr><td>2.75 – 2.86</td><td>14</td></tr>
</table>
</td></tr>
<tr><td>Indicator 1.3: MEES</td><td>(X+Y) ÷2 where
X = average of Cooperating Teacher Standard 1 MEES scores of all Certification Candidates
Y = average of University Supervisor Standard 1 MEES scores of all Certification Candidates</td></tr>
<tr><td>Scoring Guide</td><td>
<table>
<tr><th colspan="2">Performance Assessments</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>3.50+</td><td>10</td></tr>
<tr><td>3.25 – 3.49</td><td>9</td></tr>
<tr><td>3.00 – 3.24</td><td>8</td></tr>
<tr><td>2.75 – 2.99</td><td>7</td></tr>
<tr><td>2.50 – 2.74</td><td>6</td></tr>
<tr><td>2.25 – 2.49</td><td>5</td></tr>
<tr><td>2.00 – 2.24</td><td>4</td></tr>
<tr><td>1.75 – 1.99</td><td>3</td></tr>
</table>
</td></tr>
<tr><td>Indicator 1.4: First-Year Teacher Survey</td><td>X÷Y where
X = sum of all Certification Candidate’s mean Standard 1 score (calculated using all First-Year Teacher’s Survey items associated with Standard 1; see Survey Technical Manual for associated items)
Y = total number of Certification Candidates</td></tr>
<tr><td>Scoring Guide</td><td>
<table>
<tr><th colspan="2">First-Year Teacher Survey</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>4.25+</td><td>5.00</td></tr>
<tr><td>4.00 – 4.24</td><td>4.75</td></tr>
<tr><td>3.75 – 3.99</td><td>4.50</td></tr>
<tr><td>3.50 – 3.74</td><td>4.25</td></tr>
<tr><td>3.25 – 3.49</td><td>4.00</td></tr>
<tr><td>3.00 – 3.24</td><td>3.75</td></tr>
<tr><td>2.75 – 2.99</td><td>3.00</td></tr>
</table>
</td></tr>
<tr><td>Indicator 1.5: First-Year Teacher’s Principal Survey</td><td>X÷Y where
X = sum of all Certification Candidate’s mean Standard 1 score (calculated using all First-Year Teacher’s Principal Survey items associated with Standard 1; see Survey Technical Manual for associated items)
Y = total number of Certification Candidates</td></tr>
<tr><td>Scoring Guide</td><td>
<table>
<tr><th colspan="2">First-Year Teacher’s Principal Survey</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>4.25+</td><td>5.00</td></tr>
<tr><td>4.00 – 4.24</td><td>4.75</td></tr>
<tr><td>3.75 – 3.99</td><td>4.50</td></tr>
<tr><td>3.50 – 3.74</td><td>4.25</td></tr>
<tr><td>3.25 – 3.49</td><td>4.00</td></tr>
<tr><td>3.00 – 3.24</td><td>3.75</td></tr>
<tr><td>2.75 – 2.99</td><td>3.00</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><td>Description</td><td>The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.</td></tr>
<tr><td>Business Logic</td><td>((B+C+D=E) ÷X) x 100 x Y where
B = points derived from Pedagogical or Program GPA
C = points derived from the Missouri Educator Evaluation System (MEES)
D = points derived from First-Year Teacher Survey
E = points derived from First-Year Teacher's Principal Survey
X = total points possible
Y = weighted percentage (.10)</td></tr>
<tr><td>Indicator 2.1: Pedagogical or Program GPA</td><td>X÷Y where
X = sum of the Pedagogical or Program GPAs of all Certification Candidates
Y = total number of Certification Candidates</td></tr>
<tr><td>Special Notes</td><td>See Appendix B for list of programs that report Pedagogical GPA and Program GPA</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">Pedagogical or Program Grade Point Average (GPA)</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>3.50+</td><td>10.0</td></tr><tr><td>3.37 – 3.49</td><td>9.5</td></tr><tr><td>3.25 – 3.36</td><td>9.0</td></tr><tr><td>3.12 – 3.24</td><td>8.5</td></tr><tr><td>3.00 – 3.11</td><td>8</td></tr><tr><td>2.87 – 2.99</td><td>7.5</td></tr><tr><td>2.75 – 2.86</td><td>7</td></tr></table></td></tr>
<tr><td>Indicator 2.2: MEES</td><td>(X+Y) ÷2 where
X = average of Cooperating Teacher Standard 2 MEES scores of all Certification Candidates
Y = average of University Supervisor Standard 2 MEES scores of all Certification Candidates</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">Performance Assessments</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>3.50+</td><td>10</td></tr><tr><td>3.25 – 3.49</td><td>9</td></tr><tr><td>3.00 – 3.24</td><td>8</td></tr><tr><td>2.75 – 2.99</td><td>7</td></tr><tr><td>2.50 – 2.74</td><td>6</td></tr><tr><td>2.25 – 2.49</td><td>5</td></tr><tr><td>2.00 – 2.24</td><td>4</td></tr><tr><td>1.75 – 1.99</td><td>3</td></tr></table></td></tr>
<tr><td>Indicator 2.3: First-Year Teacher Survey</td><td>X÷Y where
X = sum of all Certification Candidate's mean Standard 2 score (calculated using all First-Year Teacher's Survey items associated with Standard 2; see Survey Technical Manual for associated items)
Y = total number of Certification Candidates</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">First-Year Survey</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>4.25+</td><td>5.00</td></tr><tr><td>4.00 – 4.24</td><td>4.75</td></tr><tr><td>3.75 – 3.99</td><td>4.50</td></tr><tr><td>3.50 – 3.74</td><td>4.25</td></tr><tr><td>3.25 – 3.49</td><td>4.00</td></tr><tr><td>3.00 – 3.24</td><td>3.75</td></tr><tr><td>2.75 – 2.99</td><td>3.00</td></tr></table></td></tr>
</table>

Indicator 2.4: First-Year Teacher's Principal Survey	X÷Y where • X = sum of all Certification Candidate's mean Standard 2 score (calculated using all First-Year Teacher's Principal Survey items associated with Standard 2; see Survey Technical Manual for associated items) • Y = total number of Certification Candidates
Scoring Guide	

First-Year Teacher's Principal Survey	
Average Range	**Points**
4.25+	**5.00**
4.00 – 4.24	**4.75**
3.75 – 3.99	**4.50**
3.50 – 3.74	**4.25**
3.25 – 3.49	**4.00**
3.00 – 3.24	**3.75**
2.75 – 2.99	**3.00**

Teacher Program Standard 3: Curriculum Implementation

Description	The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.
Business Logic	((B+C+D=E) ÷X) x 100 x Y where • B = points derived from Pedagogical or Program GPA • C = points derived from the Missouri Educator Evaluation System (MEES) • D = points derived from First-Year Teacher Survey • E = points derived from First-Year Teacher's Principal Survey Scores • X = total points possible • Y = weighted percentage (.10)
Indicator 3.1: Pedagogical or Program GPA	X÷Y where • X = sum of the Pedagogical or Program GPAs of all Certification Candidates • Y = total number of Certification Candidates
Special Notes	See Appendix B for list of programs that report Pedagogical GPA and Program GPA
Scoring Guide	

Pedagogical or Program Grade Point Average (GPA)	
Average Range	**Points**
3.50+	**10.0**
3.37 – 3.49	**9.5**
3.25 – 3.36	**9.0**
3.12 – 3.24	**8.5**
3.00 – 3.11	**8**
2.87 – 2.99	**7.5**
2.75 – 2.86	**7**

Indicator 3.2: MEES	(X+Y) ÷2 where • X = average of Cooperating Teacher Standard 3 MEES scores of all Certification Candidates • Y = average of University Supervisor Standard 3 MEES scores of all Certification Candidates
Scoring Guide	

Performance Assessments	
Average Range	**Points**
3.50+	**10**
3.25 – 3.49	**9**
3.00 – 3.24	**8**
2.75 – 2.99	**7**
2.50 – 2.74	**6**
2.25 – 2.49	**5**
2.00 – 2.24	**4**
1.75 – 1.99	**3**

Indicator 3.3: First-Year	X÷Y where

<table>
<tr><td>Teacher Survey</td><td>• X = sum of all Certification Candidate's mean Standard 3 score (calculated using all First-Year Teacher's Survey items associated with Standard 3; see Survey Technical Manual for associated items)
• Y = total number of Certification Candidates</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">First-Year Survey</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>4.25+</td><td>5.00</td></tr><tr><td>4.00 – 4.24</td><td>4.75</td></tr><tr><td>3.75 – 3.99</td><td>4.50</td></tr><tr><td>3.50 – 3.74</td><td>4.25</td></tr><tr><td>3.25 – 3.49</td><td>4.00</td></tr><tr><td>3.00 – 3.24</td><td>3.75</td></tr><tr><td>2.75 – 2.99</td><td>3.00</td></tr></table></td></tr>
<tr><td>Indicator 3.4: First-Year Teacher's Principal Survey</td><td>X÷Y where
• X = sum of all Certification Candidate's mean Standard 3 score (calculated using all First-Year Teacher's Principal Survey items associated with Standard 3; see Survey Technical Manual for associated items)
• Y = total number of Certification Candidates</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">First-Year Teacher's Principal Survey</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>4.25+</td><td>5.00</td></tr><tr><td>4.00 – 4.24</td><td>4.75</td></tr><tr><td>3.75 – 3.99</td><td>4.50</td></tr><tr><td>3.50 – 3.74</td><td>4.25</td></tr><tr><td>3.25 – 3.49</td><td>4.00</td></tr><tr><td>3.00 – 3.24</td><td>3.75</td></tr><tr><td>2.75 – 2.99</td><td>3.00</td></tr></table></td></tr>
</table>

Teacher Program Standard 4: Critical Thinking

<table>
<tr><td>Description</td><td>The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.</td></tr>
<tr><td>Business Logic</td><td>((B+C+D=E) ÷X) x 100 x Y where
• B = points derived from Pedagogical or Program GPA
• C = points derived from the Missouri Educator Evaluation System (MEES)
• D = points derived from First-Year Teacher Survey
• E = points derived from First-Year Teacher's Principal Survey Scores
• X = total points possible
• Y = weighted percentage (.10)</td></tr>
<tr><td>Indicator 4.1: Pedagogical or Program GPA</td><td>X÷Y where
• X = sum of the Pedagogical or Program GPAs of all Certification Candidates
• Y = total number of Certification Candidates</td></tr>
<tr><td>Special Notes</td><td>See Appendix B for list of programs that report Pedagogical GPA and Program GPA</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">Pedagogical or Program Grade Point Average (GPA)</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>3.50+</td><td>10.0</td></tr><tr><td>3.37 – 3.49</td><td>9.5</td></tr><tr><td>3.25 – 3.36</td><td>9.0</td></tr><tr><td>3.12 – 3.24</td><td>8.5</td></tr><tr><td>3.00 – 3.11</td><td>8</td></tr><tr><td>2.87 – 2.99</td><td>7.5</td></tr><tr><td>2.75 – 2.86</td><td>7</td></tr></table></td></tr>
<tr><td>Indicator 4.2: MEES</td><td>(X+Y) ÷2 where</td></tr>
</table>

<table>
<tr><td></td><td>• X = average of Cooperating Teacher Standard 4 MEES scores of all Certification Candidates
• Y = average of University Supervisor Standard 4 MEES scores of all Certification Candidates</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">Performance Assessments</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>3.50+</td><td>10</td></tr><tr><td>3.25 – 3.49</td><td>9</td></tr><tr><td>3.00 – 3.24</td><td>8</td></tr><tr><td>2.75 – 2.99</td><td>7</td></tr><tr><td>2.50 – 2.74</td><td>6</td></tr><tr><td>2.25 – 2.49</td><td>5</td></tr><tr><td>2.00 – 2.24</td><td>4</td></tr><tr><td>1.75 – 1.99</td><td>3</td></tr></table></td></tr>
<tr><td>Indicator 4.3: First-Year Teacher Survey</td><td>X÷Y where
• X = sum of all Certification Candidate’s mean Standard 4 score (calculated using all First-Year Teacher’s Survey items associated with Standard 4; see Survey Technical Manual for associated items)
• Y = total number of Certification Candidates</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">First-Year Survey</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>4.25+</td><td>5.00</td></tr><tr><td>4.00 – 4.24</td><td>4.75</td></tr><tr><td>3.75 – 3.99</td><td>4.50</td></tr><tr><td>3.50 – 3.74</td><td>4.25</td></tr><tr><td>3.25 – 3.49</td><td>4.00</td></tr><tr><td>3.00 – 3.24</td><td>3.75</td></tr><tr><td>2.75 – 2.99</td><td>3.00</td></tr></table></td></tr>
<tr><td>Indicator 4.4: First-Year Teacher’s Principal Survey</td><td>X÷Y where
• X = sum of all Certification Candidate’s mean Standard 4 score (calculated using all First-Year Teacher’s Principal Survey items associated with Standard 4; see Survey Technical Manual for associated items)
• Y = total number of Certification Candidates</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">First-Year Teacher’s Principal Survey</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>4.25+</td><td>5.00</td></tr><tr><td>4.00 – 4.24</td><td>4.75</td></tr><tr><td>3.75 – 3.99</td><td>4.50</td></tr><tr><td>3.50 – 3.74</td><td>4.25</td></tr><tr><td>3.25 – 3.49</td><td>4.00</td></tr><tr><td>3.00 – 3.24</td><td>3.75</td></tr><tr><td>2.75 – 2.99</td><td>3.00</td></tr></table></td></tr>
</table>

Teacher Program Standard 5: Classroom Environment

Description	The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.
Business Logic	((B+C+D=E) ÷X) x 100 x Y where • B = points derived from Pedagogical or Program GPA • C = points derived from the Missouri Educator Evaluation System (MEES) • D = points derived from First-Year Teacher Survey • E = points derived from First-Year Teacher’s Principal Survey Scores • X = total points possible • Y = weighted percentage (.10)
Indicator 5.1: Pedagogical or Program GPA	X÷Y where • X = sum of the Pedagogical or Program GPAs of all Certification Candidates • Y = total number of Certification Candidates

<table>
<tr><td>Special Notes</td><td>See Appendix B for list of programs that report Pedagogical GPA and Program GPA</td></tr>
<tr><td>Scoring Guide</td><td>
<table>
<tr><th colspan="2">Pedagogical or Program Grade Point Average (GPA)</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>3.50+</td><td>10.0</td></tr>
<tr><td>3.37 – 3.49</td><td>9.5</td></tr>
<tr><td>3.25 – 3.36</td><td>9.0</td></tr>
<tr><td>3.12 – 3.24</td><td>8.5</td></tr>
<tr><td>3.00 – 3.11</td><td>8</td></tr>
<tr><td>2.87 – 2.99</td><td>7.5</td></tr>
<tr><td>2.75 – 2.86</td><td>7</td></tr>
</table>
</td></tr>
<tr><td>Indicator 5.2: MEES</td><td>(X+Y) ÷2 where
X = average of Cooperating Teacher Standard 5 MEES scores of all Certification Candidates
Y = average of University Supervisor Standard 5 MEES scores of all Certification Candidates</td></tr>
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<table>
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<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>3.50+</td><td>10</td></tr>
<tr><td>3.25 – 3.49</td><td>9</td></tr>
<tr><td>3.00 – 3.24</td><td>8</td></tr>
<tr><td>2.75 – 2.99</td><td>7</td></tr>
<tr><td>2.50 – 2.74</td><td>6</td></tr>
<tr><td>2.25 – 2.49</td><td>5</td></tr>
<tr><td>2.00 – 2.24</td><td>4</td></tr>
<tr><td>1.75 – 1.99</td><td>3</td></tr>
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</td></tr>
<tr><td>Indicator 5.3: First-Year Teacher Survey</td><td>X÷Y where
X = sum of all Certification Candidate’s mean Standard 5 score (calculated using all First-Year Teacher’s Survey items associated with Standard 5; see Survey Technical Manual for associated items)
Y = total number of Certification Candidates</td></tr>
<tr><td>Scoring Guide</td><td>
<table>
<tr><th colspan="2">First-Year Survey</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>4.25+</td><td>5.00</td></tr>
<tr><td>4.00 – 4.24</td><td>4.75</td></tr>
<tr><td>3.75 – 3.99</td><td>4.50</td></tr>
<tr><td>3.50 – 3.74</td><td>4.25</td></tr>
<tr><td>3.25 – 3.49</td><td>4.00</td></tr>
<tr><td>3.00 – 3.24</td><td>3.75</td></tr>
<tr><td>2.75 – 2.99</td><td>3.00</td></tr>
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<tr><td>Indicator 5.4: First-Year Teacher’s Principal Survey</td><td>X÷Y where
X = sum of all Certification Candidate’s mean Standard 5 score (calculated using all First-Year Teacher’s Principal Survey items associated with Standard 5; see Survey Technical Manual for associated items)
Y = total number of Certification Candidates</td></tr>
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<tr><th colspan="2">First-Year Teacher’s Principal Survey</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>4.25+</td><td>5.00</td></tr>
<tr><td>4.00 – 4.24</td><td>4.75</td></tr>
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<tr><td>3.50 – 3.74</td><td>4.25</td></tr>
<tr><td>3.25 – 3.49</td><td>4.00</td></tr>
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<tr><td>2.75 – 2.99</td><td>3.00</td></tr>
</table>
</td></tr>
</table>

Teacher Program Standard 6: Effective Communication

<table>
<tr><td>Description</td><td>The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.</td></tr>
<tr><td>Business Logic</td><td>((B+C+D=E) ÷X) x 100 x Y where
B = points derived from Pedagogical or Program GPA
C = points derived from the Missouri Educator Evaluation System (MEES)
D = points derived from First-Year Teacher Survey
E = points derived from First-Year Teacher's Principal Survey Scores
X = total points possible
Y = weighted percentage (.10)</td></tr>
<tr><td>Indicator 6.1: Pedagogical or Program GPA</td><td>X÷Y where
X = sum of the Pedagogical or Program GPAs of all Certification Candidates
Y = total number of Certification Candidates</td></tr>
<tr><td>Special Notes</td><td>See Appendix B for list of programs that report Pedagogical GPA and Program GPA</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">Pedagogical or Program Grade Point Average (GPA)</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>3.50+</td><td>10.0</td></tr><tr><td>3.37 – 3.49</td><td>9.5</td></tr><tr><td>3.25 – 3.36</td><td>9.0</td></tr><tr><td>3.12 – 3.24</td><td>8.5</td></tr><tr><td>3.00 – 3.11</td><td>8</td></tr><tr><td>2.87 – 2.99</td><td>7.5</td></tr><tr><td>2.75 – 2.86</td><td>7</td></tr></table></td></tr>
<tr><td>Indicator 6.2: MEES</td><td>(X+Y) ÷2 where
X = average of Cooperating Teacher Standard 6 MEES scores of all Certification Candidates
Y = average of University Supervisor Standard 6 MEES scores of all Certification Candidates</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">Performance Assessments</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>3.50+</td><td>10</td></tr><tr><td>3.25 – 3.49</td><td>9</td></tr><tr><td>3.00 – 3.24</td><td>8</td></tr><tr><td>2.75 – 2.99</td><td>7</td></tr><tr><td>2.50 – 2.74</td><td>6</td></tr><tr><td>2.25 – 2.49</td><td>5</td></tr><tr><td>2.00 – 2.24</td><td>4</td></tr><tr><td>1.75 – 1.99</td><td>3</td></tr></table></td></tr>
<tr><td>Indicator 6.3: First-Year Teacher Survey</td><td>X÷Y where
X = sum of all Certification Candidate's mean Standard 6 score (calculated using all First-Year Teacher's Survey items associated with Standard 6; see Survey Technical Manual for associated items)
Y = total number of Certification Candidates</td></tr>
</table>

<table>
<tr><td>Scoring Guide</td><td>
<table>
<tr><th colspan="2">First-Year Survey</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>4.25+</td><td>5.00</td></tr>
<tr><td>4.00 – 4.24</td><td>4.75</td></tr>
<tr><td>3.75 – 3.99</td><td>4.50</td></tr>
<tr><td>3.50 – 3.74</td><td>4.25</td></tr>
<tr><td>3.25 – 3.49</td><td>4.00</td></tr>
<tr><td>3.00 – 3.24</td><td>3.75</td></tr>
<tr><td>2.75 – 2.99</td><td>3.00</td></tr>
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</td></tr>
<tr><td>Indicator 6.4: First-Year Teacher’s Principal Survey</td><td>X÷Y where
X = sum of all Certification Candidate’s mean Standard 6 score (calculated using all First-Year Teacher’s Principal Survey items associated with Standard 6; see Survey Technical Manual for associated items)
Y = total number of Certification Candidates</td></tr>
<tr><td>Scoring Guide</td><td>
<table>
<tr><th colspan="2">First-Year Teacher’s Principal Survey</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>4.25+</td><td>5.00</td></tr>
<tr><td>4.00 – 4.24</td><td>4.75</td></tr>
<tr><td>3.75 – 3.99</td><td>4.50</td></tr>
<tr><td>3.50 – 3.74</td><td>4.25</td></tr>
<tr><td>3.25 – 3.49</td><td>4.00</td></tr>
<tr><td>3.00 – 3.24</td><td>3.75</td></tr>
<tr><td>2.75 – 2.99</td><td>3.00</td></tr>
</table>
</td></tr>
</table>

Teacher Program Standard 7: Assessment and Data Analysis

<table>
<tr><td>Description</td><td>The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student, and devises instruction to enable students to grow and develop, making adequate academic progress.</td></tr>
<tr><td>Business Logic</td><td>((B+C+D=E) ÷X) x 100 x Y where
B = points derived from Pedagogical or Program GPA
C = points derived from the Missouri Educator Evaluation System (MEES)
D = points derived from First-Year Teacher Survey
E = points derived from First-Year Teacher's Principal Survey Scores
X = total points possible
Y = weighted percentage (.10)</td></tr>
<tr><td>Indicator 7.1: Pedagogical or Program GPA</td><td>X÷Y where
X = sum of the Pedagogical or Program GPAs of all Certification Candidates
Y = total number of Certification Candidates</td></tr>
<tr><td>Special Notes</td><td>See Appendix B for list of programs that report Pedagogical GPA and Program GPA</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">Pedagogical or Program Grade Point Average (GPA)</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>3.50+</td><td>10.0</td></tr><tr><td>3.37 – 3.49</td><td>9.5</td></tr><tr><td>3.25 – 3.36</td><td>9.0</td></tr><tr><td>3.12 – 3.24</td><td>8.5</td></tr><tr><td>3.00 – 3.11</td><td>8</td></tr><tr><td>2.87 – 2.99</td><td>7.5</td></tr><tr><td>2.75 – 2.86</td><td>7</td></tr></table></td></tr>
<tr><td>Indicator 7.2: MEES</td><td>(X+Y) ÷ 2 where
X = average of Cooperating Teacher Standard 7 MEES scores of all Certification Candidates
Y = average of University Supervisor Standard 7 MEES scores of all Certification Candidates</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">Performance Assessments</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>3.50+</td><td>10</td></tr><tr><td>3.25 – 3.49</td><td>9</td></tr><tr><td>3.00 – 3.24</td><td>8</td></tr><tr><td>2.75 – 2.99</td><td>7</td></tr><tr><td>2.50 – 2.74</td><td>6</td></tr><tr><td>2.25 – 2.49</td><td>5</td></tr><tr><td>2.00 – 2.24</td><td>4</td></tr><tr><td>1.75 – 1.99</td><td>3</td></tr></table></td></tr>
</table>

<table>
<tr><td>Indicator 7.3: First-Year Teacher Survey</td><td>X÷Y where
X = sum of all Certification Candidate's mean Standard 7 score (calculated using all First-Year Teacher's Survey items associated with Standard 7; see Survey Technical Manual for associated items)
Y = total number of Certification Candidates</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">First-Year Survey</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>4.25+</td><td>5.00</td></tr><tr><td>4.00 – 4.24</td><td>4.75</td></tr><tr><td>3.75 – 3.99</td><td>4.50</td></tr><tr><td>3.50 – 3.74</td><td>4.25</td></tr><tr><td>3.25 – 3.49</td><td>4.00</td></tr><tr><td>3.00 – 3.24</td><td>3.75</td></tr><tr><td>2.75 – 2.99</td><td>3.00</td></tr></table></td></tr>
<tr><td>Indicator 7.4: First-Year Teacher's Principal Survey</td><td>X÷Y where
X = sum of all Certification Candidate's mean Standard 7 score (calculated using all First-Year Teacher's Principal Survey items associated with Standard 7; see Survey Technical Manual for associated items)
Y = total number of Certification Candidates</td></tr>
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</table>

Teacher Program Standard 8: Professionalism

<table>
<tr><td>Description</td><td>The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.</td></tr>
<tr><td>Business Logic</td><td>((B+C+D=E) ÷X) x 100 x Y where
B = points derived from Pedagogical or Program GPA
C = points derived from the Missouri Educator Evaluation System (MEES)
D = points derived from First-Year Teacher Survey
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X = total points possible
Y = weighted percentage (.10)</td></tr>
<tr><td>Indicator 8.1: Pedagogical or Program GPA</td><td>X÷Y where
X = sum of the Pedagogical or Program GPAs of all Certification Candidates
Y = total number of Certification Candidates</td></tr>
<tr><td>Special Notes</td><td>See Appendix B for list of programs that report Pedagogical GPA and Program GPA</td></tr>
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<tr><td>Indicator 8.2: MEES</td><td>(X+Y) ÷2 where
X = average of Cooperating Teacher Standard 8 MEES scores of all Certification Candidates
Y = average of University Supervisor Standard 8 MEES scores of all Certification Candidates</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">Performance Assessments</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>3.50+</td><td>10</td></tr><tr><td>3.25 – 3.49</td><td>9</td></tr><tr><td>3.00 – 3.24</td><td>8</td></tr><tr><td>2.75 – 2.99</td><td>7</td></tr><tr><td>2.50 – 2.74</td><td>6</td></tr><tr><td>2.25 – 2.49</td><td>5</td></tr><tr><td>2.00 – 2.24</td><td>4</td></tr><tr><td>1.75 – 1.99</td><td>3</td></tr></table></td></tr>
<tr><td>Indicator 8.3: First-Year Teacher Survey</td><td>X÷Y where
X = sum of all Certification Candidate's mean Standard 8 score (calculated using all First-Year Teacher's Survey items associated with Standard 8; see Survey Technical Manual for associated items)
Y = total number of Certification Candidates</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">First-Year Survey</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>4.25+</td><td>5.00</td></tr><tr><td>4.00 – 4.24</td><td>4.75</td></tr><tr><td>3.75 – 3.99</td><td>4.50</td></tr><tr><td>3.50 – 3.74</td><td>4.25</td></tr><tr><td>3.25 – 3.49</td><td>4.00</td></tr><tr><td>3.00 – 3.24</td><td>3.75</td></tr><tr><td>2.75 – 2.99</td><td>3.00</td></tr></table></td></tr>
<tr><td>Indicator 8.4: First-Year</td><td>X÷Y where</td></tr>
</table>

Teacher's Principal Survey	• X = sum of all Certification Candidate's mean Standard 8 score (calculated using all First-Year Teacher's Principal Survey items associated with Standard 8; see Survey Technical Manual for associated items) • Y = total number of Certification Candidates
Scoring Guide	

First-Year Teacher's Principal Survey	
Average Range	**Points**
4.25+	**5.00**
4.00 – 4.24	**4.75**
3.75 – 3.99	**4.50**
3.50 – 3.74	**4.25**
3.25 – 3.49	**4.00**
3.00 – 3.24	**3.75**
2.75 – 2.99	**3.00**

Teacher Program Standard 9: Professional Collaboration

Description	The teacher has effective working relationships with students, parents, school colleagues, and community members.
Business Logic	((B+C+D=E) ÷X) x 100 x Y where • B = points derived from Pedagogical or Program GPA • C = points derived from the Missouri Educator Evaluation System (MEES) • D = points derived from First-Year Teacher Survey • E = points derived from First-Year Teacher's Principal Survey Scores • X = total points possible • Y = weighted percentage (.10)
Indicator 9.1: Pedagogical or Program GPA	X÷Y where • X = sum of the Pedagogical or Program GPAs of all Certification Candidates • Y = total number of Certification Candidates
Special Notes	See Appendix B for list of programs that report Pedagogical GPA and Program GPA
Scoring Guide	

Pedagogical or Program Grade Point Average (GPA)	
Average Range	**Points**
3.50+	**10.0**
3.37 – 3.49	**9.5**
3.25 – 3.36	**9.0**
3.12 – 3.24	**8.5**
3.00 – 3.11	**8**
2.87 – 2.99	**7.5**
2.75 – 2.86	**7**

Indicator 9.2: MEES	(X+Y) ÷2 where • X = average of Cooperating Teacher Standard 9 MEES scores of all Certification Candidates • Y = average of University Supervisor Standard 9 MEES scores of all Certification Candidates
Scoring Guide	

Performance Assessments	
Average Range	**Points**
3.50+	**10**
3.25 – 3.49	**9**
3.00 – 3.24	**8**
2.75 – 2.99	**7**
2.50 – 2.74	**6**
2.25 – 2.49	**5**
2.00 – 2.24	**4**
1.75 – 1.99	**3**

<table>
<tr><td>Indicator 9.3: First-Year Teacher Survey</td><td>X÷Y where
X = sum of all Certification Candidate's mean Standard 9 score (calculated using all First-Year Teacher's Survey items associated with Standard 9; see Survey Technical Manual for associated items)
Y = total number of Certification Candidates</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">First-Year Survey</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>4.25+</td><td>5.00</td></tr><tr><td>4.00 – 4.24</td><td>4.75</td></tr><tr><td>3.75 – 3.99</td><td>4.50</td></tr><tr><td>3.50 – 3.74</td><td>4.25</td></tr><tr><td>3.25 – 3.49</td><td>4.00</td></tr><tr><td>3.00 – 3.24</td><td>3.75</td></tr><tr><td>2.75 – 2.99</td><td>3.00</td></tr></table></td></tr>
<tr><td>Indicator 9.4: First-Year Teacher's Principal Survey</td><td>X÷Y where
X = sum of all Certification Candidate's mean Standard 9 score (calculated using all First-Year Teacher's Principal Survey items associated with Standard 9; see Survey Technical Manual for associated items)
Y = total number of Certification Candidates</td></tr>
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</table>

Appendix E: Calculating Certification Type Score, School Counselors

Note: The same calculations will be used to calculate scores for Certification Areas, although those will not be used as a basis for an accreditation recommendation.

School Counselor Program Type, Overall Score

Business Logic	A+B+C+D+E where • A = points for Standard 1 * .20 • B = points for Standard 2 * .20 • C = points for Standard 3 * .20 • D = points for Standard 4 * .20 • E = points for Standard 5 * .20

School Counselor Program Type Standard 1: Student Development

Description	The school counselor utilizes his/her skills and knowledge of student development and behavior to promote the mental health and well-being of all students by facilitating their academic, personal/social, and career development.
Business Logic	((A+B+C+D=E) ÷X) x 100 x Y where • A = points derived from the certification exam • B = points derived from Program GPA • C = points derived from the Missouri Educator Evaluation System (MEES) for School Counselors • D = points derived from First-Year Counselor Survey • E = points derived from First-Year Counselor's Supervisor Survey Scores • X = total points possible • Y = weighted percentage (.20)
Indicator 1.1: Certification Exam	X÷Y where • X = sum of the highest certification exam scores of all Certification Candidates • Y = total number of Certification Candidates
Scoring Guide	**Certification Exam** **Average Range** / **Points** **250.0 +** / **10** **245.0 – 249.9** / **9.5** **240.0 – 244.9** / **9** **235.0 – 239.9** / **8.5** **230.0 – 234.9** / **8** **225.0 – 229.9** / **7.5** **220.0 – 224.9** / **7**
Indicator 1.2: Program GPA	X÷Y where • X = sum of the Program GPAs of all Certification Candidates • Y = total number of Certification Candidates
Scoring Guide	**Grade Point Average (GPA)** **Average Range** / **Points** **3.60 +** / **10** **3.40 – 3.59** / **9.5** **3.20 – 3.39** / **9** **3.00 – 3.19** / **8.5** **2.75 – 2.99** / **8**
Indicator 1.3: MEES	(X+Y) ÷2 where • X = average of Site Supervisor Standard 1 MEES scores of all Certification Candidates • Y = average of University Supervisor Standard 1 MEES scores of all Certification Candidates

<table>
<tr><td>Scoring Guide</td><td>
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<tr><th colspan="2">Performance Assessments</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>2.50 +</td><td>10</td></tr>
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<tr><td>1.50 – 1.74</td><td>6</td></tr>
<tr><td>1.25 – 1.49</td><td>5</td></tr>
<tr><td>1.00 – 1.24</td><td>4</td></tr>
<tr><td>0.00 – 0.99</td><td>0</td></tr>
</table>
</td></tr>
<tr><td>Indicator 1.4: First-Year Counselor Survey</td><td>X÷Y where
X = sum of all Certification Candidate's mean Standard 1 score (calculated using all First-Year Counselor's Survey items associated with Standard 1; see Survey Technical Manual for associated items)
Y = total number of Certification Candidates</td></tr>
<tr><td>Scoring Guide</td><td>
<table>
<tr><th colspan="2">First-Year Survey</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>4.0 – 5.0</td><td>5</td></tr>
<tr><td>3.0 – 3.9</td><td>4</td></tr>
<tr><td>2.0 – 2.9</td><td>3</td></tr>
<tr><td>0.0 – 1.9</td><td>0</td></tr>
</table>
</td></tr>
<tr><td>Indicator 1.5: First-Year Counselor's Supervisor Survey</td><td>X÷Y where
X = sum of all Certification Candidate's mean Standard 1 score (calculated using all First-Year Counselor's Supervisor Survey items associated with Standard 1; see Survey Technical Manual for associated items)
Y = total number of Certification Candidates</td></tr>
<tr><td>Scoring Guide</td><td>
<table>
<tr><th colspan="2">First-Year Survey</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>4.0 – 5.0</td><td>5</td></tr>
<tr><td>3.0 – 3.9</td><td>4</td></tr>
<tr><td>2.0 – 2.9</td><td>3</td></tr>
<tr><td>0.0 – 1.9</td><td>0</td></tr>
</table>
</td></tr>
</table>

School Counselor Program Standard 2: Program Implementation

Description	The school counselor collaborates with school and community members to plan, design, implement, evaluate, and enhance the school and districtwide comprehensive school counseling program to advance the academic, personal/social, and career development of all students.
Business Logic	((A+B+C+D=E) ÷X) x 100 x Y where • A = points derived from the certification exam • B = points derived from Program GPA • C = points derived from the Missouri Educator Evaluation System (MEES) for School Counselors • D = points derived from First-Year Counselor Survey • E = points derived from First-Year Counselor's Supervisor Survey Scores • X = total points possible • Y = weighted percentage (.20)
Indicator 2.1: Certification Exam	X÷Y where • X = sum of the highest certification exam scores of all Certification Candidates • Y = total number of Certification Candidates

<table>
<tr><td>Scoring Guide</td><td>
<table>
<tr><th colspan="2">Certification Exam</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>250.0 +</td><td>10</td></tr>
<tr><td>245.0 – 249.9</td><td>9.5</td></tr>
<tr><td>240.0 – 244.9</td><td>9</td></tr>
<tr><td>235.0 – 239.9</td><td>8.5</td></tr>
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<tr><td>Indicator 2.2: Program GPA</td><td>X÷Y where
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<table>
<tr><th colspan="2">Grade Point Average (GPA)</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>3.60 +</td><td>10</td></tr>
<tr><td>3.40 – 3.59</td><td>9.5</td></tr>
<tr><td>3.20 – 3.39</td><td>9</td></tr>
<tr><td>3.00 – 3.19</td><td>8.5</td></tr>
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<tr><td>Indicator 2.3: MEES</td><td>(X+Y) ÷2 where
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<tr><td>1.50 – 1.74</td><td>6</td></tr>
<tr><td>1.25 – 1.49</td><td>5</td></tr>
<tr><td>1.00 – 1.24</td><td>4</td></tr>
<tr><td>0.00 – 0.99</td><td>0</td></tr>
</table>
</td></tr>
<tr><td>Indicator 2.4: First-Year Counselor Survey</td><td>X÷Y where
X = sum of all Certification Candidate’s mean Standard 2 score (calculated using all First-Year Counselor’s Survey items associated with Standard 2; see Survey Technical Manual for associated items)
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<table>
<tr><th colspan="2">First-Year Survey</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>4.0 – 5.0</td><td>5</td></tr>
<tr><td>3.0 – 3.9</td><td>4</td></tr>
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<tr><td>Indicator 2.5: First-Year Counselor’s Supervisor Survey</td><td>X÷Y where
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Y = total number of Certification Candidates</td></tr>
</table>

Scoring Guide	

First-Year Survey	
Average Range	**Points**
4.0 – 5.0	**5**
3.0 – 3.9	**4**
2.0 – 2.9	**3**
0.0 – 1.9	**0**

School Counselor Program Standard 3: Professional Relationships

Description	The school counselor develops collaborative professional relationships throughout the school and community which support the comprehensive school counseling program as well as the overall mission and improvement plans of the school district.
Business Logic	((A+B+C+D=E) ÷X) x 100 x Y where • A = points derived from the certification exam • B = points derived from Program GPA • C = points derived from the Missouri Educator Evaluation System (MEES) for School Counselors • D = points derived from First-Year Counselor Survey • E = points derived from First-Year Counselor's Supervisor Survey Scores • X = total points possible • Y = weighted percentage (.20)
Indicator 3.1: Certification Exam	X÷Y where • X = sum of the highest certification exam scores of all Certification Candidates • Y = total number of Certification Candidates
Scoring Guide	

Certification Exam	
Average Range	**Points**
250.0 +	**10**
245.0 – 249.9	**9.5**
240.0 – 244.9	**9**
235.0 – 239.9	**8.5**
230.0 – 234.9	**8**
225.0 – 229.9	**7.5**
220.0 – 224.9	**7**

Indicator 3.2: Program GPA	X÷Y where • X = sum of the Program GPAs of all Certification Candidates • Y = total number of Certification Candidates
Scoring Guide	

Grade Point Average (GPA)	
Average Range	**Points**
3.60 +	**10**
3.40 – 3.59	**9.5**
3.20 – 3.39	**9**
3.00 – 3.19	**8.5**
2.75 – 2.99	**8**

<table>
<tr><td>Indicator 3.3: MEES</td><td>(X+Y) ÷2 where
X = average of Site Supervisor Standard 3 MEES scores of all Certification Candidates
Y = average of University Supervisor Standard 3 MEES scores of all Certification Candidates</td></tr>
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<tr><td>Indicator 3.4: First-Year Counselor Survey</td><td>X÷Y where
X = sum of all Certification Candidate’s mean Standard 3 score (calculated using all First-Year Counselor’s Survey items associated with Standard 3; see Survey Technical Manual for associated items)
Y = total number of Certification Candidates</td></tr>
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<tr><td>Indicator 3.5: First-Year Counselor’s Supervisor Survey</td><td>X÷Y where
X = sum of all Certification Candidate’s mean Standard 3 score (calculated using all First-Year Counselor’s Supervisor Survey items associated with Standard 3; see Survey Technical Manual for associated items)
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</table>

School Counselor Program Standard 4: Leadership and Advocacy

<table>
<tr><td>Description</td><td>The school counselor serves as a change agent, demonstrating leadership, vision, collaboration and advocacy for the on-going development of self, students, the comprehensive school counseling program and the school.</td></tr>
<tr><td>Business Logic</td><td>((A+B+C+D=E) ÷X) x 100 x Y where
A = points derived from the certification exam
B = points derived from Program GPA
C = points derived from the Missouri Educator Evaluation System (MEES) for School Counselors
D = points derived from First-Year Counselor Survey
E = points derived from First-Year Counselor's Supervisor Survey Scores
X = total points possible
Y = weighted percentage (.20)</td></tr>
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Y = total number of Certification Candidates</td></tr>
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<tr><td>Indicator 4.2: Program GPA</td><td>X÷Y where
X = sum of the Program GPAs of all Certification Candidates
Y = total number of Certification Candidates</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">Grade Point Average (GPA)</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>3.60 +</td><td>10</td></tr><tr><td>3.40 – 3.59</td><td>9.5</td></tr><tr><td>3.20 – 3.39</td><td>9</td></tr><tr><td>3.00 – 3.19</td><td>8.5</td></tr><tr><td>2.75 – 2.99</td><td>8</td></tr></table></td></tr>
<tr><td>Indicator 4.3: MEES</td><td>(X+Y) ÷2 where
X = average of Site Supervisor Standard 4 MEES scores of all Certification Candidates
Y = average of University Supervisor Standard 3 MEES scores of all Certification Candidates</td></tr>
<tr><td>Scoring Guide</td><td><table><tr><th colspan="2">Performance Assessments</th></tr><tr><th>Average Range</th><th>Points</th></tr><tr><td>2.50 +</td><td>10</td></tr><tr><td>2.25 – 2.49</td><td>9</td></tr><tr><td>2.00 – 2.24</td><td>8</td></tr><tr><td>1.75 – 1.99</td><td>7</td></tr><tr><td>1.50 – 1.74</td><td>6</td></tr><tr><td>1.25 – 1.49</td><td>5</td></tr><tr><td>1.00 – 1.24</td><td>4</td></tr><tr><td>0.00 – 0.99</td><td>0</td></tr></table></td></tr>
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<tr><td>Indicator 4.4: First-Year Counselor Survey</td><td>X÷Y where
X = sum of all Certification Candidate's mean Standard 4 score (calculated using all First-Year Counselor's Survey items associated with Standard 4; see Survey Technical Manual for associated items)
Y = total number of Certification Candidates</td></tr>
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<tr><td>Indicator 4.5: First-Year Counselor's Supervisor Survey</td><td>X÷Y where
X = sum of all Certification Candidate's mean Standard 4 score (calculated using all First-Year Counselor's Supervisor Survey items associated with Standard 4; see Survey Technical Manual for associated items)
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School Counselor Program Standard 5: Ethical and Professional Conduct

<table>
<tr><td>Description</td><td>The school counselor knows, understands and adheres to current ethical and professional standards and legal requirements.</td></tr>
<tr><td>Business Logic</td><td>((A+B+C+D=E) ÷X) x 100 x Y where
A = points derived from the certification exam
B = points derived from Program GPA
C = points derived from the Missouri Educator Evaluation System (MEES) for School Counselors
D = points derived from First-Year Counselor Survey
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X = total points possible
Y = weighted percentage (.20)</td></tr>
<tr><td>Indicator 5.1: Certification Exam</td><td>X÷Y where
X = sum of the highest certification exam scores of all Certification Candidates
Y = total number of Certification Candidates</td></tr>
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<tr><td>Indicator 5.2: Program GPA</td><td>X÷Y where
X = sum of the Program GPAs of all Certification Candidates
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<tr><td>Indicator 5.3: MEES</td><td>(X+Y) ÷2 where
X = average of Site Supervisor Standard 5 MEES scores of all Certification Candidates
Y = average of University Supervisor Standard 5 MEES scores of all Certification Candidates</td></tr>
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<tr><td>Indicator 5.4: First-Year Counselor Survey</td><td>X÷Y where
X = sum of all Certification Candidate’s mean Standard 5 score (calculated using all First-Year Counselor’s Survey items associated with Standard 5; see Survey Technical Manual for associated items)
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</table>

Appendix F: Calculating Certification Type Score, School Leaders

Note: The same calculations will be used to calculate scores for Certification Areas, although those will not be used as a basis for an accreditation recommendation.

School Leader Program Type, Overall Score

Business Logic	A+B+C+D+E where • A = points for Standard 1 * .20 • B = points for Standard 2 * .20 • C = points for Standard 3 * .20 • D = points for Standard 4 * .20 • E = points for Standard 5 * .20

School Leader Program Domain 1: Visionary Leadership

Description	The Principal as the Visionary Leader develops and implements a vision for the school to guide the learning of all students.
Business Logic	((A+B+C+D=E) ÷X) x 100 x Y where • A = points derived from the certification exam • B = points derived from Program GPA • C = points derived from the Missouri Professors of Educational Administration Instructional Performance Assessment for Aspiring Building Administrators (MPEA) • D = points derived from First-Year Principal Survey • E = points derived from First-Year Principal's Supervisor Survey Scores • X = total points possible • Y = weighted percentage (.20)
Indicator 1.1: Certification Exam	X÷Y where • X = sum of the highest certification exam scores of all Certification Candidates • Y = total number of Certification Candidates
Scoring Guide	**Certification Exam** **Average Range** / **Points** **250.0 +** / **10** **245.0 – 249.9** / **9.5** **240.0 – 244.9** / **9** **235.0 – 239.9** / **8.5** **230.0 – 234.9** / **8** **225.0 – 229.9** / **7.5** **220.0 – 224.9** / **7**
Indicator 1.2: Program GPA	X÷Y where • X = sum of the Program GPAs of all Certification Candidates • Y = total number of Certification Candidates
Scoring Guide	**Grade Point Average (GPA)** **Average Range** / **Points** **3.60 +** / **10** **3.40 – 3.59** / **9.5** **3.20 – 3.39** / **9** **3.00 – 3.19** / **8.5** **2.75 – 2.99** / **8**
Indicator 1.3: MPEA	X÷Y where • X = sum of the MPEA scores for all Certification Candidates • Y = total number of Certification Candidates

<table>
<tr><td>Scoring Guide</td><td>
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<tr><th colspan="2">Performance Assessments</th></tr>
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<tr><td>14.00 +</td><td>10</td></tr>
<tr><td>13.00 – 13.99</td><td>9</td></tr>
<tr><td>12.00 – 12.99</td><td>8</td></tr>
<tr><td>11.00 – 11.99</td><td>7</td></tr>
<tr><td>10.00 – 10.99</td><td>6</td></tr>
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<tr><td>Indicator 1.4: First-Year Principal Survey</td><td>X÷Y where
X = sum of all Certification Candidate's mean Standard 1 score (calculated using all First-Year Principal Survey items associated with Standard 1; see Survey Technical Manual for associated items)
Y = total number of Certification Candidates</td></tr>
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<table>
<tr><th colspan="2">First-Year Survey</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
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<tr><td>Indicator 1.5: First-Year Principal's Supervisor Survey</td><td>X÷Y where
X = sum of all Certification Candidate's mean Standard 1 score (calculated using all First-Year Principal's Supervisor Survey items associated with Standard 1; see Survey Technical Manual for associated items)
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<tr><td>0.0 – 1.9</td><td>0</td></tr>
</table>
</td></tr>
</table>

School Leader Program Domain 2: Instructional Leadership

Description	The Principal as the Instructional Leader ensures a guaranteed and viable curriculum, guarantees effective instructional practice, coordinates the use of effective assessments and promotes professional learning.
Business Logic	((A+B+C+D=E) ÷X) x 100 x Y where A = points derived from the certification exam B = points derived from Program GPA C = points derived from the Missouri Professors of Educational Administration Instructional Performance Assessment for Aspiring Building Administrators (MPEA) D = points derived from First-Year Principal Survey E = points derived from First-Year Principal's Supervisor Survey Scores X = total points possible Y = weighted percentage (.20)
Indicator 2.1: Certification Exam	X÷Y where • X = sum of the highest certification exam scores of all Certification Candidates • Y = total number of Certification Candidates

<table>
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<tr><th colspan="2">Certification Exam</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
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<table>
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<tr><td>12.00 – 12.99</td><td>8</td></tr>
<tr><td>11.00 – 11.99</td><td>7</td></tr>
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<tr><td>Indicator 2.4: First-Year Principal Survey</td><td>X÷Y where
X = sum of all Certification Candidate’s mean Standard 2 score (calculated using all First-Year Principal Survey items associated with Standard 2; see Survey Technical Manual for associated items)
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<tr><td>Indicator 2.5: First-Year Principal’s Supervisor Survey</td><td>X÷Y where
X = sum of all Certification Candidate’s mean Standard 2 score (calculated using all First-Year Principal’s Supervisor Survey items associated with Standard 2; see Survey Technical Manual for associated items)
Y = total number of Certification Candidates</td></tr>
</table>

Scoring Guide	

First-Year Survey	
Average Range	**Points**
4.0 – 5.0	**5**
3.0 – 3.9	**4**
2.0 – 2.9	**3**
0.0 – 1.9	**0**

School Leader Program Domain 3: Managerial Leadership

Description	The Principal as the Managerial Leader implements operational systems, oversees personnel and ensures the equitable and strategic use of resources.
Business Logic	((A+B+C+D=E) ÷X) x 100 x Y where • A = points derived from the certification exam • B = points derived from Program GPA • C = points derived from the Missouri Professors of Educational Administration Instructional Performance Assessment for Aspiring Building Administrators (MPEA) • D = points derived from First-Year Principal Survey • E = points derived from First-Year Principal's Supervisor Survey Scores • X = total points possible • Y = weighted percentage (.20)
Indicator 3.1: Certification Exam	X÷Y where • X = sum of the highest certification exam scores of all Certification Candidates • Y = total number of Certification Candidates
Scoring Guide	

Certification Exam	
Average Range	**Points**
250.0 +	**10**
245.0 – 249.9	**9.5**
240.0 – 244.9	**9**
235.0 – 239.9	**8.5**
230.0 – 234.9	**8**
225.0 – 229.9	**7.5**
220.0 – 224.9	**7**

Indicator 3.2: Program GPA	X÷Y where • X = sum of the Program GPAs of all Certification Candidates • Y = total number of Certification Candidates
Scoring Guide	

Grade Point Average (GPA)	
Average Range	**Points**
3.60 +	**10**
3.40 – 3.59	**9.5**
3.20 – 3.39	**9**
3.00 – 3.19	**8.5**
2.75 – 2.99	**8**

Indicator 3.3: MPEA	X÷Y where • X = sum of the MPEA scores for all Certification Candidates • Y = total number of Certification Candidates

<table>
<tr><td>Scoring Guide</td><td>
<table>
<tr><th colspan="2">Performance Assessments</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>14.00 +</td><td>10</td></tr>
<tr><td>13.00 – 13.99</td><td>9</td></tr>
<tr><td>12.00 – 12.99</td><td>8</td></tr>
<tr><td>11.00 – 11.99</td><td>7</td></tr>
<tr><td>10.00 – 10.99</td><td>6</td></tr>
</table>
</td></tr>
<tr><td>Indicator 3.4: First-Year Principal Survey</td><td>X÷Y where
X = sum of all Certification Candidate's mean Standard 3 score (calculated using all First-Year Principal Survey items associated with Standard 3; see Survey Technical Manual for associated items)
Y = total number of Certification Candidates</td></tr>
<tr><td>Scoring Guide</td><td>
<table>
<tr><th colspan="2">First-Year Survey</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>4.0 – 5.0</td><td>5</td></tr>
<tr><td>3.0 – 3.9</td><td>4</td></tr>
<tr><td>2.0 – 2.9</td><td>3</td></tr>
<tr><td>0.0 – 1.9</td><td>0</td></tr>
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</td></tr>
<tr><td>Indicator 3.5: First-Year Principal's Supervisor Survey</td><td>X÷Y where
X = sum of all Certification Candidate's mean Standard 3 score (calculated using all First-Year Principal's Supervisor Survey items associated with Standard 3; see Survey Technical Manual for associated items)
Y = total number of Certification Candidates</td></tr>
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<tr><td>0.0 – 1.9</td><td>0</td></tr>
</table>
</td></tr>
</table>

School Leader Program Domain 4: Relational Leadership

Description	The Principal as the Relational Leader interacts professional with students, staff, family, and community.
Business Logic	((A+B+C+D=E) ÷X) x 100 x Y where - A = points derived from the certification exam - B = points derived from Program GPA - C = points derived from the Missouri Professors of Educational Administration Instructional Performance Assessment for Aspiring Building Administrators (MPEA) - D = points derived from First-Year Principal Survey - E = points derived from First-Year Principal's Supervisor Survey Scores - X = total points possible - Y = weighted percentage (.20)
Indicator 4.1: Certification Exam	X÷Y where - X = sum of the highest certification exam scores of all Certification Candidates - Y = total number of Certification Candidates

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<tr><th>Average Range</th><th>Points</th></tr>
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<tr><td>225.0 – 229.9</td><td>7.5</td></tr>
<tr><td>220.0 – 224.9</td><td>7</td></tr>
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<tr><td>Indicator 4.2: Program GPA</td><td>X÷Y where
X = sum of the Program GPAs of all Certification Candidates
Y = total number of Certification Candidates</td></tr>
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<tr><th colspan="2">Grade Point Average (GPA)</th></tr>
<tr><th>Average Range</th><th>Points</th></tr>
<tr><td>3.60 +</td><td>10</td></tr>
<tr><td>3.40 – 3.59</td><td>9.5</td></tr>
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<tr><td>Indicator 4.3: MPEA</td><td>X÷Y where
X = sum of the MPEA scores for all Certification Candidates
Y = total number of Certification Candidates</td></tr>
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<tr><td>Indicator 4.4: First-Year Principal Survey</td><td>X÷Y where
X = sum of all Certification Candidate’s mean Standard 4 score (calculated using all First-Year Principal Survey items associated with Standard 4; see Survey Technical Manual for associated items)
Y = total number of Certification Candidates</td></tr>
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<tr><td>Indicator 4.5: First-Year Principal’s Supervisor Survey</td><td>X÷Y where
X = sum of all Certification Candidate’s mean Standard 4 score (calculated using all First-Year Principal’s Supervisor Survey items associated with Standard 4; see Survey Technical Manual for associated items)
Y = total number of Certification Candidates</td></tr>
</table>

Scoring Guide	

First-Year Survey	
Average Range	**Points**
4.0 – 5.0	**5**
3.0 – 3.9	**4**
2.0 – 2.9	**3**
0.0 – 1.9	**0**

School Leader Program Domain 5: Innovative Leadership

Description	The Principal as the Innovative Leader continues professional growth, actively engages in reflective practice, and applies new knowledge and understanding to drive appropriate change.
Business Logic	((A+B+C+D=E) ÷X) x 100 x Y where • A = points derived from the certification exam • B = points derived from Program GPA • C = points derived from the Missouri Professors of Educational Administration Instructional Performance Assessment for Aspiring Building Administrators (MPEA) • D = points derived from First-Year Principal Survey • E = points derived from First-Year Principal's Supervisor Survey Scores • X = total points possible • Y = weighted percentage (.20)
Indicator 5.1: Certification Exam	X÷Y where • X = sum of the highest certification exam scores of all Certification Candidates • Y = total number of Certification Candidates
Scoring Guide	

Certification Exam	
Average Range	**Points**
250.0 +	**10**
245.0 – 249.9	**9.5**
240.0 – 244.9	**9**
235.0 – 239.9	**8.5**
230.0 – 234.9	**8**
225.0 – 229.9	**7.5**
220.0 – 224.9	**7**

Indicator 5.2: Program GPA	X÷Y where • X = sum of the Program GPAs of all Certification Candidates • Y = total number of Certification Candidates
Scoring Guide	

Grade Point Average (GPA)	
Average Range	**Points**
3.60 +	**10**
3.40 – 3.59	**9.5**
3.20 – 3.39	**9**
3.00 – 3.19	**8.5**
2.75 – 2.99	**8**

Indicator 5.3: MPEA	X÷Y where • X = sum of the MPEA scores for all Certification Candidates • Y = total number of Certification Candidates

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<tr><td>Indicator 5.4: First-Year Principal Survey</td><td>

X = sum of all Certification Candidate’s mean Standard 5 score (calculated using all First-Year Principal Survey items associated with Standard 5; see Survey Technical Manual for associated items)

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Y = total number of Certification Candidates

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